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ABSTRACT

This publication provides information about the 1998 exemplary career guidance and counseling programs named by the U.S. Department of Education and the National Center for Research in Vocational Education. An introduction describes the search for excellent career development programs and lists components of exemplary programs. The next section summarizes the main program features of the four recipients of the 1998 Exemplary Career Guidance and Counseling Program Award. Each exemplary program profile includes the program contact information, number and educational level of students served, list of curriculum materials (when available), a brief description, and program evaluation. The career development activities are listed according to grade level, if applicable, followed by a short explanation. The programs are as follows: Dorchester (South Carolina) District Two Career Development Initiatives; La Crosse (Wisconsin) Central High School Guidance/Career Center; Lewis and Clark Community College Career and Employment Services (Illinois); and Rich South High School: Horizon Program (Illinois). Appendixes contain the following: sample copy of the application form for the exemplary career guidance and counseling program search; description of the three 1998 Honorable Mention programs identified through the search; and a directory of 19 past winners of the search. Contains 13 references. (YLB)

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National Center for Research in
Vocational Education

University of California, Berkeley

Zeroing in on Students' Needs: The 1998 Exemplary Career Guidance and Counseling Programs

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ZEROING IN ON STUDENTS' NEEDS: THE 1998 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

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Related Readings from NCRVE

for **Zeroing in on Students' Needs: The 1998 Exemplary Career Guidance and Counseling Programs** (MDS-1233)

by Zipura B. Matias, Carolyn Maddy-Bernstein, and Gisela Harkin

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Exemplary Career Guidance Programs: What Should They Look Like?

This document is designed to help counselors, vocational educators, and other counseling professionals improve their career guidance and counseling programs. It includes a clarification of the school counselor's role and a description of the framework developed by the NCRVE Office of Student Services for identifying exemplary career guidance programs. It also contains information about three secondary schools striving to build comprehensive, integrated career guidance and counseling programs. By C. Maddy-Bernstein, E. S. Cunanan.
MDS-855/September 1995/$5.50

1996 National Exemplary Career Guidance Programs: Making the Connection

School counselors may be the crucial link between students and their chances for rewarding careers; however, meeting the needs of today's increasingly diverse students is a challenge that requires a highly efficient system of delivering services to students. The six programs described in this report have been especially successful in assisting students with their career development. Also presented are the criteria used for the search for exemplary career guidance and counseling programs; the name, phone number, and address of a contact person for each exemplary program; and suggestions for effective program implementation. Abstracts of the 1995 exemplary programs are appended. All educators interested in improving career development models will be interested in this document. By E. S. Cunanan, C. Maddy-Bernstein.
MDS-1091/October 1997/$6.50

Developing Comprehensive Student Services Systems in Secondary Schools

Student services are all school programs, from career planning to child-care assistance, designed to facilitate learning and the successful transition of students to work and further education. This publication is a hands-on guide for educators interested in redesigning or developing student services. Because each school district is unique, the report does not offer specific solutions, but, rather, simple, practical steps educators can use to create a system that will meet their school's needs. Examples of effective programs are given, along with a list of potential contacts. By Z. Burac Matias, C. Maddy-Bernstein.
MDS-1092/November 1997/$5.50

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ACKNOWLEDGMENTS

The following exemplary program representatives reviewed information contained in this monograph for completeness and accuracy: Janice Jolly, Phyllis Nixon, Dr. Sonjia Peacock, and Doris Skogstad. We are grateful for their help.

To develop this monograph, we used information from various materials submitted by each program as part of their application to the 1998 exemplary career guidance and counseling program search process (e.g., description of components; supporting documents such as district and state reports, list of advisory members, and budget; and sample materials such as assessment instruments, individual career plans, and teacher/counselor-developed resources). Additional information came from interviews with counselors, teachers, students, parents, administrators, and business and community representatives at each site.

EXECUTIVE SUMMARY

One effective means of improving career development programs is to learn about exemplary program components, their successes and challenges, and specific strategies used. This publication assists in that effort by providing information about the 1998 exemplary career guidance and counseling programs named by the U.S. Department of Education and the National Center for Research in Vocational Education in collaboration with the National Association of State Career Development/Guidance Supervisors and the Association for Career and Technical Education (formerly American Vocational Association). Each exemplary program profile includes contact information and address, number and educational level of students served, number of counselors, curriculum materials (when available), program evaluation, brief description, and career development activities listed according to grade level, if applicable. Each activity is followed by a brief explanation.

TABLE OF CONTENTS

Acknowledgments i
Executive Summary iii
Introduction 1
Description of Programs 5
Dorchester District Two Career Development Initiatives 6
La Crosse Central High School Guidance/Career Center 13
Lewis and Clark Community College Career and Employment Services 18
Rich South High School: Horizon Program 21
Concluding Remarks 25
Bibliography 27
Appendix A: Application Form for the 1998 Exemplary Career Guidance and Counseling Program Search 29
Appendix B: 1998 Honorable Mention Programs 41
Appendix C: 1995-1997 Exemplary Career Guidance and Counseling Programs
Elementary and Secondary Education Programs 45
Postsecondary Education Programs 47

INTRODUCTION

What makes a program stand out above the rest? Why is it exemplary? Our response to these frequently asked questions typically ranges from an explanation of the process we use for evaluating exemplary programs to the common characteristics we have identified in excellent programs. When exemplary program applications are received on or before the deadline, our first step is to screen the contents for required information and documentation (see Appendix A for the application requirements). Next, a review panel of national experts rates the programs and makes recommendations for site visits. A team from the U.S. Department of Education, the National Center for Research in Vocational Education, and other experts visits the highest-ranking programs. During the site visits, we listen to the guidance counselors, administrators, teachers, business partners, parents, and especially the students. We interview teachers to determine how they are involved in implementing the guidance curriculum. We talk to the business representatives who discuss their involvement in the students' various work experiences. As the ultimate clients of the school, the students' voices are usually reflective of the program quality. We ask students questions about their career and/or educational goals; their written plan and its development; and when, how often, and the purpose of their meetings with guidance counselors. Most of the questions center around their experiences, their understanding of their strengths and abilities, their future plans, and how they will reach their goals.

The students' responses reveal the most about the effectiveness of a program. For example, students in exemplary programs usually have a clear idea about their abilities and interests and some idea about a future direction. They know which resources to use in conducting research on a career interest, good schools, and financial aid. More importantly, students feel confident about their plans and goals. They also express confidence that if someday they wanted to change careers, they know how to go about the research and other work necessary to get information about their next career.

While community colleges' career development programs differ from those found in secondary schools, the outcomes are usually the same. Students from community college settings are often more widely diverse in age, ability, and background. Many of these students, when they have access to good career development programs, use the college's services and marvel at their newfound knowledge about themselves and the wide variety of options they have. They often tell us they have learned they can do something they would never have believed possible.

In our search for excellent career development programs, we have observed that exemplary programs share certain characteristics over and above the components we noted in our research on exemplary programs (Cunanan & Maddy-Bernstein, 1997a, 1997b). While the components (see Figure 1) we have identified in the four years we have conducted this research are unquestionably necessary and form the basis for the exemplary program search process (Maddy-Bernstein, 1994; Maddy-Bernstein & Cunanan, 1995; Wermuth & Phelps, 1990), the other attributes give us even more information about program effectiveness.

Figure 1
Components of Exemplary Career Guidance and Counseling Programs

A. Career Guidance and Counseling Program Plan
   1. Assist Students/Clients in Achieving Career Development Competencies
      1.1. Assist Students/Clients in Increasing Self-Knowledge and Self-Advocacy
      1.2. Assist Students/Clients in Educational and Occupational Exploration
      1.3. Assist Students/Clients in Career Planning, Preparation, and Transition
   2. Address the Needs of Diverse Student Populations
   3. Program Support Services

B. Collaboration, Articulation, and Communication
   1. Family/Parental Involvement and Support
   2. Faculty/Staff Involvement in Career Guidance and Counseling Program
   3. Intra- and Interagency Collaboration
   4. Collaboration with Business

C. Institutional Support, Leadership, and Program Evaluation
   1. Institutional Support
   2. Facilities
   3. Financial Support
   4. Guidance Personnel Qualifications
   5. Professional Development

D. Evaluation
   1. Evidence of Program Effectiveness
   2. Follow-Up of Program Completers and Noncompleters

Carolyn Maddy-Bernstein summarizes these characteristics in the following ways:

- Good programs actively involve the faculty, staff, and community in all activities.
- People in these programs are creative and diligent in finding ways to address barriers. They are people with "can do" attitudes who manage to go over, around, and through obstructions to do what needs to be done to serve students more effectively and efficiently. When problems arise, they collectively find solutions.
- A sense of harmony and teamwork exists among the people and groups within these programs. Energy is spent to improve programs rather than to protect turf or place blame elsewhere for shortcomings.
- People who work in these programs are aware of areas in need of improvement and are never satisfied with the status quo.
- These programs are staffed by a number of caring professionals who act as advocates for students. There is a pervasive belief that all students can succeed, and this belief is supported by policies, procedures, and practices that promote student success.
- One person (or a small core group of people) has (have) envisioned and initiated the program. This person (or group of people) may be an administrator but is often a dedicated and caring teacher, counselor, or coordinator.
- Programs that excel often practice site-based management, even when they are not aware of the practice. There is frequently a pervasive egalitarian spirit resulting in staff, administration, and faculty regarding each other as peers. It is not unusual to have cafeteria workers and custodial staff involved in these programs.
- Financial resources are available through the school system and not exclusively through outside funds.
- Strong professional development is supported and encouraged for all educational personnel, and educators seek professional development workshops and programs to improve their knowledge and skills. (See also "Lessons Learned from Exemplary Education Programs," 1997, Winter, *Centerwork*, *8*(4), p. 9.)

Once the exemplary programs are named, our next task is to help others learn from them. Educators want to know about components of exemplary programs, their successes, and how they overcome their challenges. While this information can be obtained by reading about model programs, we believe the best way to learn about these model programs is to have involved conversations with program stakeholders. We help begin that process by providing information in this monograph that will serve as starting points for a conversation between educators and exemplary program representatives. We hope that the information will lead readers (educators) to ask questions about their programs (e.g., Do we have a comprehensive career development program? How do we evaluate our program?) and to search for answers from the program contacts and others involved in the exemplary programs.

In this document, we summarize the main program features of the four recipients of the 1998 Exemplary Career Guidance and Counseling Program Award. The recipients include a K-12 school district, two comprehensive high schools, and a community college. Each program is different from the other, each one using school and community resources in a variety of ways to best serve the needs of the students. For instance, the La Crosse Central High School opens the Career Center two evenings a month so that students, parents, and others from the community can use the resources and meet or confer with counselors, if needed. The programs share common approaches: (1) they extensively use feedback from students to improve or change their programs, (2) businesses play a key role in providing career-related experiences, and (3) teachers and other school personnel are actively involved in implementing career development activities. All four programs use a survey or some mechanism to gather students' input or feedback about the program and revise and change their services to meet the students' needs. One program stretches this further by conducting an annual survey to determine the parents' perception about their children's needs.

Whenever possible, we present the program features chronologically (by grade level). In so doing, we hope readers will get a feel for the sequence of career development activities that students experience in the school and community. We suggest that readers, especially those who are rethinking their own programs or embarking on their own program improvement process, visit a school or program site to talk with program coordinators, teachers, and students and experience firsthand many of the program activities. Knowing that this endeavor is expensive, we suggest at the very least a phone call to the coordinator or

program contact and a perusal of documents pertaining to the program. Readers may use website information (ncrve-oss.ed.uiuc.edu) or request additional information from the programs themselves.

DESCRIPTION OF PROGRAMS

Each exemplary program profile that follows includes the program contact information, number and educational level of students served, curriculum materials (when available), a brief description, and program evaluation. The career development activities are listed according to grade level, if applicable, followed by a short explanation. Some schoolwide activities are described only once and not repeated in each grade level activity. The course-based activities described represent a sampling of what is happening in the school. Please contact the person listed for further details or information about programs. The people listed expect to be contacted and look forward to sharing their successes and challenges with others. E-mail and website addresses, when available, are also provided.

Title:	**Dorchester District Two Career Development Initiatives**
Contact Person:	Janice Jolly, School-to-Work Coordinator e-mail: jjolly@dorchester2.k12.sc.us
Address:	1101 Boone Hill Road Summerville, SC 29477 (803) 832-7026, ext. 14062 Fax: (803) 821-3989
Educational Level Served:	K-12
Number of Students Served:	15,500
Number of Counselors:	41
Curriculum or Materials Available:	*The Career Connection: Dorchester School District Two School-to-Work Activities for Elementary Students* (1997) lists activities by grade level—K-5th grades. Each activity includes the grade level; curriculum area; and the competencies, materials, and a short description. A list of career speaker resources and a list of recommended field trips by grade level are included. *Focus on the Future: Dorchester School District Two School-to-Work Manual* is designed for elementary, middle, and high schools. It includes a description of school-based enterprises and programs. Each career development activity listed includes the title, objectives, materials needed, and a short description. A list of middle and high school resources is included as well.
Brief Description:	Counselors work with the teachers, school-to-work coordinator, administrators and support staff, and others to make sure students gain the competencies prescribed in the National Career Development (NCD) Guidelines. Guidance and counseling activities are conducted in the offices or in classrooms in coordination with subject teachers. From 6th grade until high school graduation, all students keep an individual file called a Student Career Planner (SCP). The SCP is a file folder that contains a student's four-year plan, results of assessments (inventories, etc.), counselor conferences or meetings, accomplishments, and significant classroom products. Documents in the SCP may include a sample college or job application letter, a résumé, and recognition certificates.

Program Evaluation:

The program has received state and national awards, including the 1994 National Planning for Life Award. As a result of the district's career guidance program, the collaborative effort and understanding of the students' career development needs in the business/industry and educational communities has clearly increased. School district records indicate that 90% of students receiving counseling and opportunities commensurate with their interests identified in the 8th grade have maintained their interest and success in those career clusters through the 12th grade. The *South Carolina State Department of Education Occupational Placement Status* reports for 1995-1996 and 1996-1997 show 82% and 87% placement, respectively, in vocational disciplines.

Grade Level	Career Development Activities

Kindergarten/Elementary Level

Assessment

6th grade

Career Targets (interest inventory)
Career Planning Record - 6th grade section, for inclusion in the SCP

School-Based Enterprises

Multi-grade

Wee Deliver is an interdisciplinary school post office run by the students. Students perform tasks that call for the integration of math and language arts skills.

Multi-grade

Cookie Factory Banking Program is a student-run cookie factory and store opened with a $50 bank loan. Students bake and sell cookies, and learn about finance and entrepreneurship (they sell company stocks!!) from teachers and bank representatives who present seminars about such topics as saving and opening an account.

All levels

Under the guidance and supervision of adult staff members, several district elementary schools and all middle and secondary schools produce daily or weekly **TV news programs**. These are shown live through the school's closed circuit TV system during homeroom. Students practice communication skills as they report school and classroom news; forecast the weather; do live remotes; and present feature stories, sports, book reviews, and lunch news.

Service Learning Programs	
All levels	Students participate in a variety of service activities for nonprofit organizations, including area nursing homes, churches, and schools. High school students (9-12) get credit for this program.
Multi-grade	Dorchester School District Two has adopted several **tutoring** programs such as peer, cross-age, and on-grade programs.
Multi-grade	Students who participate in the **Helping Hands** multi-grade program are assigned occupations within the classroom. They complete tasks and chores designed to teach all 12 NCD competencies.
Upper elementary	In the **conflict mediation program**, students assist other students with problems such as discipline. The program instills the NCD competencies of positive self-concept and skills to interact with others.
Career Exploration Programs	
All levels	During **career days**, schools offer a variety of activities. Students may dress in appropriate business attire for their career interest and give oral or written reports on their chosen career. Guest speakers visit classrooms to share their careers and teach hands-on activities related to their specific jobs.
All levels	Business partners sponsor **career-related field trips** to provide students with opportunities to view the work environment and ask questions about a particular occupation or business.
Civic and Leadership Programs	
Upper elementary	The district encourages students to become involved in student government and other programs that promote leadership skills. Some schools have a student council which offers students opportunities to practice leadership, cooperation, and communication skills as they participate in the democratic process. Some schools publish a school newspaper. An elementary school launched a drama production, *Everybody Works*, that emphasizes the relationship between work and learning.
5th grade	Fifth graders participate in a drug and substance abuse prevention program called **Drug Awareness Resistance Education** (D.A.R.E.). It includes the NCD competencies of decisionmaking, importance of personal responsibility, and good work habits.

Middle School

Assessment
8th grade

Results of interest, aptitude, and career values assessments are included in each student's SCP portfolio.

Course-Based Programs
8th grade

The district offers an **Industrial Technology** exploratory course for 8th graders. Articulation credit to Trident Technical College is available if the student makes a grade of 85 and meets all competencies.

The Real Game is an educational game incorporated year-round into the Social Studies curriculum. It is a hands-on approach to career education. Students are given a job and salary guidelines to use in preparing a budget, finding a home and car, and taking vacations. They learn about writing a résumé, applying for and losing a job, and retraining. It teaches students the values and economics of work, as well as all the 12 NCD competencies.

Very Important Peers (VIP) Tutors is a peer tutoring, reverse inclusion program for 7th and 8th graders in which regular education students interact with students with special needs in their classes and throughout the school. The program is designed to assist students with special needs in skill development and other school activities, while providing the tutors with leadership skills and credit equivalent to an exploratory course. Each VIP Tutor completes a journal of their activities as part of the class requirement. The program has grown from 12 to 90 students in three years.

Guest speakers representing various occupations bring their work vehicles for students to examine during **Career Vehicle Days**. Students are required to investigate three different occupations. They conduct interviews, gather other information, and report findings in their language arts classes.

Administered through the English, math, humanities, and social studies classes, the **mentoring** program matches students with specialists in business and industry. Students stay with their mentors for two to three hours each month to either shadow or perform actual job tasks.

Classroom visits by a number of business and community representatives are commonly conducted in appropriate subject areas. Visitors describe their

	occupations, and students are encouraged to interact with them. Almost all classes conduct **field trips** to various businesses, Trident Technical College, and other career schools throughout the school year.

High School

Assessment	
10th grade	Students are assessed using the American College Testing's PLAN program, an assessment tool that identifies a student's interest and abilities while measuring his or her achievement. Using this information as well as all they have learned about themselves throughout the program, students develop their course of study for the 11th and 12th grades.
11th and 12th grades	Armed Services Vocational Aptitude Battery (ASVAB), Holland Self-Directed Search, and Occu-Find Booklet
Curriculum-Based Programs	
9th grade	Teachers continue to incorporate the high school version of **The Real Game**, which students began in the middle school.
10th grade	The **job shadowing experience** is a short-term mentoring experience in which an employer/mentor introduces a student to a particular job. This activity is administered through English classes. Students receive grades on their written and oral reports about the experience.
10th through 12th grades	Students explore three majors at Trident Technical College, then complete a written report for their English class about the majors or areas examined.
12th grade	Students who elect to take **Psychology 101** are required to spend 20 hours in the first semester and 15 hours in the second semester exploring careers. Students document their activities by filling out a time sheet, writing a journal, presenting an oral report, and writing a reaction paper.
11th and 12th grades	Chamber of Commerce student members who aspire to open their own businesses may take the **Business Ownership** class. For the last nine weeks of this elective class, students work as interns with business and industry. They study the occupation and produce business plans for their chosen fields.

Service Learning Programs

9th through 12th grades	Students interested in a teaching career may participate in the **Teacher Cadet** program. They observe, assist, and interact with teachers and students at all levels (Preschool-12). Students receive one hour of high school credit and three hours of college credit from Charleston Southern University.
11th through 12th grades	The **Community Service Student Assistance Program** is a one-unit required course for juniors and seniors which requires them to spend five hours per week working with nonprofit organizations to "learn while they serve."
9th through 12th grades	Run by the Boy Scouts of America, students who elect to join the **Police Cadets** program study various aspects of law enforcement work, including legal codes, driving instruction, courtroom testimony, processing a crime scene, physical agility training, traffic control, communication, and paperwork processing. Students also participate in competitions with cadets from other agencies.

Other Credit Programs

11th and 12th grades	An **on-the-job training program (co-op)** is offered through the business education cooperative. Students are placed for as many as four hours a day in a related business occupation at schools or in area industries.
11th and 12th grades	Students elect to participate in paid, credit **apprenticeship**, or **internship** opportunities offered by several businesses. Eligible students work half days or alternate full days.
9th through 12th grade	**An annual college** (or further education) **planning night** is offered each year for students in grades 9-12 and their parents. Workshops are conducted by recent high school graduates, guidance counselors, administrators, teachers, representatives from two- and four-year colleges, and military personnel. Eight 40-minute sessions are offered concurrently throughout the evening. Parents and students may attend three sessions.
All levels	The **mentoring program** offers students a long-term one-on-one relationship through which an employer/ mentor introduces a student protégé to a particular job or career. The aim is to provide the protégé with opportunities to develop job skills and interpersonal and social skills. Members of the Rotary Club of Summerville and Oakbrook play an active role in providing these opportunities.

The **South Carolina Occupational Information System (SCOIS)** has developed a computer program to guide South Carolina students' career research activities. Students may use this program to research information on education requirements, colleges offering their chosen major, job opportunities, and salaries for careers they choose.

Speakers representing different occupations are invited to the schools during **Career Day**. They talk about various aspects of their jobs (e.g., education required, a typical day on the job) and answer questions.

Title:	**La Crosse Central High School Guidance/Career Center**
Contact Person:	Doris Skogstad Counseling and Guidance Department Chair e-mail: dskogsta@mail.sdlax.k12.wi.us
Address:	1801 Losey Boulevard South La Crosse, WI 54601 (608) 789-7900 Fax: (608) 789-7931
Educational Level Served:	secondary
Number of Students Served:	approximately 1,400/year
Number of Counselors:	4
Curriculum or Materials Available:	online version of guidance and counseling services: www.centuryinter.net/central/guidance.htm
Outstanding Practice:	The center is open at night twice a month for parents and students to use the facilities and confer with counselors.
Brief Description:	The school has a comprehensive career guidance program that is built on a three-step approach: (1) Know Yourself, (2) Explore the World of Work, and (3) Make a Match. The program has a career center facility located in the guidance area which offers a multitude of career materials and computer stations, with exploration and planning computer programs available. In addition to the regular office hours, the center is open two evenings a month for parents and students to use the facilities or confer with counselors. Counselors developed "Pathway to Your Future" brochures which show how clusters of careers link with high school courses and opportunities for career exploration in the community. Students choose one of their school's career pathways and make a flexible four-year plan based on these pathways. The students' plans are always subject to change as they mature and learn more about themselves and the wide range of careers.
Program Evaluation:	Data from the ACT company for the past four years indicate a 13% increase in student satisfaction with Central High School's guidance services and career education. The 1997-1998 ACT results show that satisfaction with guidance and career education was the highest for any program in the building. Similarly, information from surveys completed at the end of the

senior year reflects a high level of satisfaction with the program. Nearly 100% of Central High School students have complete Pathway plans which assist them in selecting courses toward graduation and beyond. The number of students pursuing postsecondary education, as well as those pursuing career opportunities through vocational and technical colleges have increased significantly.

Each spring, parents are also asked to respond to a survey to determine the effectiveness of guidance services and how often they have used the center resources and services. Recent survey results show parents are pleased with these services. Results consistently indicate a frequent use of guidance services and the career center. Parents report their children's most common concern with the services offered is a desire for "more time with my counselor."

Grade Level	Career Development Activities
Schoolwide Activities	The Guidance/Career Center (G/CC) staff work with classroom teachers in arranging **field trips** to area business and industry sites. They also coordinate with the Winona (MN) Technical College to bus Central High School students to the Western Wisconsin Technical College (WTC) campus and work with the local higher education institutions (University of Wisconsin–La Crosse, Viterbo College, and Western WTC) to plan campus tours. G/CC staff assist all classroom teachers with identifying and contacting area professionals to serve as **resource speakers** in their classes. Videotapes of speakers are made for subsequent use in other classes. G/CC staff worked with the Chamber of Commerce to develop a resource guide of area chamber members willing to speak at a school or host student visits to their work sites. Each year, the G/CC staff conduct approximately twenty-five **career awareness** seminars on a wide variety of career opportunities, including nontraditional careers, throughout the year. Students from all grade levels are encouraged to participate in one or more seminars each year and may be released from a class to attend. Differing levels of training and opportunity are described to interest all students. For example, a seminar on Veterinary Science Careers would include both a veterinarian and a veterinary assistant as co-presenters.

Parents meet annually with counselors to discuss issues relevant to their children. They are given the opportunity and instruction to use the career explorations software. Parents of seniors attend a Financial Aid Night program where a local financial aid professional discusses available programs and parents can ask questions regarding financing on education. Forms are distributed and explained.

Freshmen	
Assessment	Wisconsin Career Information System (WCIS) Career Interest Inventory My Future Quiz Birkman Career Style Summary The Career Interest Game Kingdomality Personal Preference Profile Peterson's Career and College Quest Links from G/CC homepage to Internet sites related to career exploration
Course-Based Activities	All freshmen are oriented to the G/CC services during the first month of school in an English class. Students write an essay on *My Dream for the Future* in English class; a copy is given to their counselors for their reference and inclusion in the student file. Next, classroom groups have a 50-minute hands-on session on the WCIS computer career programs. Finally, they are introduced to the *Pathway to Your Future* brochures and begin a four-year career pathway plan. Students may take a **Careers** class, which provides students with skills in résumé writing, developing a portfolio, career research, job application and interviews, and skills for keeping a job.
Work-Based Activities	Students in grades 9-12 may elect to participate in an unpaid **job shadowing program**, which places them with businesses based on their interests. Students may spend from one hour to one day with a professional at the workplace. They are required to write a report about their experience and send a thank you letter to the sponsor. Counselors use the report in students' career exploration activities. Students may conduct more than one job shadowing experience.

Sophomores	
Assessment	The Wisconsin State Assessment System exam which is given to all sophomores includes an interest inventory that is used in addition to achievement scores to assist students with career exploration and course selection.
Work-Based Activities	Students can continue **job shadowing** activities in areas of interest during the sophomore year.

Juniors	
Assessment	Juniors take the Armed Services Vocational Aptitude Battery (ASVAB). Counselors use the results of the skills assessment and interest inventory for students' career exploration activities. The school releases ASVAB scores to military recruiters when approved by the students' parents.
Course-Based Activities	Technology teachers provide career-related assignments and often accompany students to the career center for their research. For example, the electronics class may come to the G/CC to explore postsecondary opportunities and/or related careers in electronics. Academic teachers incorporate lessons about careers in their curriculum and often team teach with guidance counselors. They invite resource persons to talk about specific careers. Student work is enriched by research using the various resources in the career center. For example, the Careers class may do a unit on health care related occupations. Students may watch a video about a physical therapist, peruse a volume of Vocational Biographies, or use the Internet to browse websites with health career links.
Work-Based Activities (also an option for seniors)	Juniors and seniors may opt to participate in a paid one-year **co-op program** in the fields of business, family and consumer education, marketing, or technology. Students attend regular courses plus a co-op specific class each day. Many students are released early for their co-op jobs. Another option is a paid two-year plus one summer **apprenticeship** program for juniors and seniors in the fields of banking and finance, automotive technology, or tourism. Students attend regular courses plus an apprenticeship-specific class each day. They may be released early to work at their apprenticeship site.

Juniors and seniors may elect to join a **certification program** for child care teaching assistant or certified nursing assistant. Students in these programs conduct visits and job shadows at child care and healthcare facilities. Clinical experiences are also required.

The annual fall **School-to-Work Expo** combines the Wisconsin Education Fair (WEF) with brief career opportunity seminars and workshops designed for high school students. The WEF provides opportunities for students and parents to speak with over 100 representatives from colleges, universities, specialty schools, and the military. The seminars and workshops are presented by dozens of area business and industry professionals who donate their time to speak with groups of interested juniors about career opportunities in their fields. A cooperative relationship between the school and the local Chamber of Commerce has helped the Expo grow to include students from over twenty-five area schools who are bussed into La Crosse for the day.

Seniors

Assessment

All seniors meet individually with their counselors during the first quarter of school to complete their **transition plans**, get applications for postsecondary education, discuss financial aid, and explore all post graduation options.

Work-Based Activities

The **mentorship** program is an unpaid one-semester program for seniors in the students' field of interest. Students spend from 10-30 hours per week with a professional in the workplace. Students receive high school credit for this experience.

During the senior year, students continue **apprenticeships** begun in their junior year.

Title:	**Lewis and Clark Community College Career and Employment Services**
Contact Person:	Dr. Sonjia Peacock, Professor/Counselor e-mail: speacock@lc.cc.il.us
Address:	5800 Godfrey Road Godfrey, IL 62035 (618) 466-3411, ext. 4123 Fax: (618) 466-1294
Educational Level Served:	postsecondary
Number of Students Served:	approximately 5,000/year
Number of Counselors:	5
Outstanding Practice:	Lewis and Clark Community College (LCCC) and ten regional high schools have partnered to offer area high school seniors career development services and an opportunity to earn college credit in the process. In 1997-1998, 320 high school seniors participated in the program. Students enroll in a yearlong course which follows LCCC's Psychology 130 curriculum and focuses on all aspects of career development as outlined in the National Career Development (NCD) Guidelines. At the successful completion of the course, students earn 3 semester hours of credit for Psychology 130: Career Development.
Brief Description:	The LCCC student population is diverse in development, age, gender, and ethnic background. The career development program responds to this diversity by offering services appropriate to the developmental stage of the student, by providing resources relative to individual interests and backgrounds, and by providing alternative ways to access career services. The main goal of the program is to deliver effective services to assist all LCCC students in the development of self-knowledge and advocacy; to provide the opportunities, experiences, and resources to promote career and educational exploration; and to provide training to develop, implement, and sustain a career plan, as well as the knowledge to understand and manage career transitions. The methods and services offered to reach program goals are described below. Career exploration materials and services are available in all college open laboratories, on each counselor's desk, and at four Community Education Center computer laboratories located throughout the college district.

Career exploration materials include SigiPlus and Horizons, Illinois' computerized career information system. Support services personnel who work to assist students' career development include part-time counselors, student aides, and volunteers.

Program Evaluation:

The career guidance and counseling program undergoes constant changes depending on the needs of the students and the evaluation and feedback from users of the center. Data collected includes the number of users of the career center and their degree of satisfaction with services provided. In 1995, 79% of students who graduated and completed the career and employment services evaluation indicated they were satisfied or very satisfied with the services. In 1996, this percentage grew to 83%.

All students in the Psychology 130 class take a pre- and posttest to determine improvements in their skills. An annual Occupational Follow-Up Study is conducted to determine the number of students who are employed upon graduation. LCCC data shows extremely high percentages of graduates employed through the years. The program was awarded the 1995 Certificate of Service by the Association of Computer-Based Systems for Career Information for contributions and service in promoting the use and advancement of computer-based occupational and educational information systems for career and exploration planning.

Career Development Activities

Individual Assistance

Students receive assistance in all areas of the career development process from career decisionmaking to job seeking. School personnel involved include counselors, academic advisors, and other career center staff. Students may also work independently using computerized career information software throughout the campus and videos and print materials in the career center. Networked computer software available include SigiPlus, Horizons, RésuméPro, and Lotus Suite.

Career Development Course

Psychology 130 is an elective careers class taught by several teachers, including the special populations and adult education coordinators. The class is available in three formats: (1) traditional classroom, (2) independent study, and (3) Internet-delivered. The class covers all components listed in the NCD competencies, including self-knowledge and advocacy; educational and occupational exploration; and career planning, preparation, and transition.

JOBS 100 Course	For students who have a specific job goal in mind, the college offers the two credit hour JOBS 100 course. It provides the students with job search, résumé writing, and interviewing skills necessary to gain employment. Students conduct a job search using prescribed research methods, develop a résumé, and demonstrate effective interviewing techniques by participating in a mock, videotaped interview.
Workshops	Staff offer workshops on job search strategies, interviewing skills, and résumé writing. The workshops are open to all LCCC students and community members.
Job Placement Assistance	Career center staff provide job search assistance through the Job Line, a computerized database which is updated with new jobs weekly. The Job Line also affords students the opportunity to register for computer job matching. Job opportunities, internships, and co-op situations are also posted on the Job Line bulletin board.
Classroom Presentations and New Student Orientation	Career center staff and counselors offer seminars and presentations on a variety of career-related topics, including job search strategies, résumé writing, and interviewing skills. For example, each semester, the Allied Health programs, including nursing, dental hygiene, and dental assisting, invite the staff to present a variety of workshops for their students. In addition, presentations on "Utilizing Resources at LCCC" are made at all new student orientations.
Transfer Programs	Students' transition from school to further education is facilitated by academic advisors in various transfer programs.
Transition to Work	The career placement office assists students in transition to work by arranging interviews, by connecting students with work opportunities, and by initiating other referrals to various businesses. There is a staff member who assists students with special needs (e.g., students with disabilities or those trying to advance from welfare to work) to access the services they need to succeed.
Apprenticeship and Internship	LCCC collaborates with businesses to offer work experiences to students, which often lead to full-time jobs. For instance, Nuevo Technology provides paid positions for the co-op and apprenticeship programs, and small businesses around the area actively participate in both co-op and apprenticeship programs.

Title:	Rich South High School: Horizon Program
Contact Person:	Phyllis P. Nixon, Counselor
Address:	5000 Sauk Trail Richton Park, IL 60471 (708) 747-5500 Fax: (708) 747-5565
Educational Level Served:	secondary
Number of Students Served:	approximately 1,000/year
Number of Counselors:	4 (3 full time and 1 part time)
Curriculum or Materials Available:	Horizon (Individual Career Planner)
Brief Description:	Rich South High School serves over a thousand students from a middle class community in a suburban area south of Chicago. During their years at Rich South, each student creates a personal educational and career plan developed through a structured four-year career guidance and counseling program called Horizon. In this process, each student identifies a career area that fits his or her interests and aptitudes. More importantly, they are aware of their educational options learned through experiences both at school and in the community that will help them understand and better fulfill their future career plan. The career guidance and counseling program is delivered through a four-year developmental curriculum taught by guidance counselors in cooperation with the teachers. In addition to providing class time to counselors, teachers also incorporate the career development curriculum into their classes. They fully support the program and encourage their students to be actively involved. As proof of their belief in the program, those interviewed by the site visit team reported that they periodically bring their own children (who attend other schools) to use the Rich South career center's resources. The counseling team makes ongoing changes in the guidance and counseling curriculum. A Career Advisory Council composed of teachers, parents, students, and business representatives meets once a month to provide input. Additional feedback is obtained from the Focus Group for Career Education made up of business representatives, the superintendent, and the assistant principal who meet quarterly.

Program Evaluation:	Graduation rates at Rich South exceed the district and state average by six and ten percentage points, respectively. The Horizon program contributes to this success by ensuring that every student develops and follows an educational/career plan. The school has noted a marked increase in the number of students sending final transcripts to postsecondary institutions through the years. Senior students complete an exit interview and evaluation of the counseling department. In 1996-1997, 90% of the seniors rated the overall services of the counseling department good or excellent. The Horizon program received the Leo Bent Counseling Award in 1984.

Grade Level	Career Development Activities
Freshmen	
Orientation	Introduction of school services, the information maintained for each student, and the grading and credit system are provided through small group meetings.
Self-Evaluation and Goal-Setting	Individual counseling sessions are held to establish a connection with the student. The counselor and student review the student's progress in school, and the student writes a personal goal for the year. The goal is evaluated at the end of the year.
Career Exploration Activity	Students complete a computerized introductory career survey. Counselors interpret and discuss results during small group sessions. Students proceed to develop a four-year high school plan with the counselor. A mentoring program is available for male freshmen and sophomore students who are considered at risk of failing at school. The students receive support, including tutoring, visits to mentors' work sites, and one-on-one meetings with mentors to talk about goals and career plans.
Sophomores	
Self-Evaluation and Goal-Setting	Early in the year, counselors meet with students to update entries to the Individual School and Career Plan (ISCP). They set their annual goal which will also be evaluated at the end of the year. The four-year plan is

	carefully reviewed in preparation for career and curriculum choices.
Career Exploration Activity	Students complete a career interest inventory to identify career or job preferences and are helped to integrate this information with their experiences and career values. Students also complete the sophomore segment of the Discover program and use a World of Work Map to identify job families. They develop a résumé as part of their English requirements. Other writing assignments complement the production of the résumé. Students also research post-high school plans, including on-the-job training, apprenticeships, military careers, and postsecondary education options. Students may participate in apprenticeship programs in tool and die-making and banking. The Federal Signal Corporation sponsors the tool and die-making program, while LaSalle Bank sponsors the banking program.
Juniors	
Self-Evaluation and Goal-Setting	Students begin the year by setting their annual goal. Throughout the year they update and review their ISCPs. They also receive information about various testing programs (e.g., PSAT, ACT, SAT, ASVAB, AP).
Career Exploration Activity	Using information regarding interests, abilities, experiences, and values gleaned during the freshman and sophomore years, students begin a review of their career choices and compile a personal work profile which is included in their Horizon book. Students research an occupation using both school and community resources. They follow up the project by participating in the Community Experience Program. Students in this program visit a work site during the school day to learn about specific careers and jobs. Activities may involve observations, interviews, and tours. They are required to complete a career research worksheet which is signed by the employer and inserted into their individual Horizon books.
Educational Exploration Activity	Each student researches an educational goal such as on-the-job training, apprenticeships, military careers, or programs offered through proprietary schools, community colleges, or four-year colleges and universities. They compare fields of study, locations, costs, financial aid, and selectivity of programs. Students prepare a tentative list of educational programs to explore

	during the summer vacation and begin preparation for postsecondary applications. Parents receive a copy of the student's ISCP completed at the end of the junior year. Counselors ask parents to review the information and complete a questionnaire to evaluate their child's progress.
Seniors	
Self-Evaluation and Goal-Setting	For the final time, students set their annual goal and evaluate their progress before graduation. Counselors help students review their academic progress in relation to career and school choices.
Career and Educational Plans	Counselors meet individually with students to check credits, update ISCPs, prepare or finalize post-high school plans, and conduct a final review of plans and records. Students initiate and complete applications for postsecondary education, scholarships, testing, and financial aid forms. Counselors publish a monthly senior newsletter containing information about scholarship and financial aid opportunities and related activities. At the end of the year, students complete the ISCP Decision Sheet and the Guidance Services survey.
Work-Based Activities	Students update and review their résumés as necessary. As part of their senior year curriculum, they are required to participate in a work program or visit a work site through the Community Experience Program. Students participating in the tool and die-making and banking apprenticeship programs complete their internships. The math department sponsors a career day where businesses present seminars about various occupations or jobs. Previous presentations have included the following industries: auto body, farming, fashion design, engineering, burglar alarm systems, hobby world business, lens crafting, stained glass business, financial planning, and accounting.

CONCLUDING REMARKS

We have briefly described here the features of the four programs identified through the 1998 OVAE/NCRVE exemplary career guidance and counseling programs search. To benefit more from these schools' experiences, we encourage readers to contact the representatives listed and ask questions about specific strategies and activities. Some programs use forms and curriculum materials that may be adapted or used with permission. Some have relationships with local businesses that may be replicated in other settings.

In Appendix B of this monograph, we have included a description of the 1998 Honorable Mention programs identified through the same OVAE/NCRVE search. The Honorable Mention programs were recognized for possessing some of the components of a comprehensive career guidance and counseling program. Although not as extensive as the exemplary programs, we believe that some of the strategies employed in these programs will still be useful to many. For instance, Oostburg High School's use of a Personal Individual Plan and a core support team through its Career Guidance Workbound Program is truly innovative and would be helpful to many who are seeking ways to improve or develop their work-based experiences.

A list of other relevant resources about exemplary programs, some available from NCRVE, is included in the Bibliography section. We have also included a sample copy of the application form for the exemplary career guidance and counseling program search (see Appendix A) and a directory of past winners of the search (see Appendix C).

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Appendix A
Application Form for the 1998 Exemplary Career Guidance and Counseling Program Search

1998 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAM SEARCH

SPONSORED BY
U.S. Department of Education Office of Vocational and Adult Education (OVAE) and National Center for Research in Vocational Education (NCRVE)

IN COOPERATION WITH
National Association of State Career Development/ Guidance Supervisors (NASCD/GS) and American Vocational Association (AVA)

September 5, 1997

TO: National and State Career Development/Guidance Professionals

FROM: Gisela Harkin, Career Guidance Program Officer, OVAE
Carolyn Maddy-Bernstein, Director, NCRVE Office of Student Services

RE: 1998 EXEMPLARY PROGRAM SEARCH APPLICATION

Please help us identify exemplary career development programs by (1) distributing/ publishing the news release about the search (page 13), and (2) distributing copies of the attached application to career guidance and counseling programs you believe deserve recognition. For additional copies of the application, contact Dr. Carolyn Maddy-Bernstein (see page 3 for address). Completed applications must be postmarked no later than December 12, 1997.

Programs recognized as exemplary will be comprehensive, developmental programs designed to serve ALL students and have EVIDENCE of their effectiveness. These programs will be announced in a variety of national newsletters and highlighted during national conferences. Information about the programs will be highlighted in OVAE's and NCRVE Office of Student Services' (OSS) publications and presentations and entered into their databases of exemplary programs. Through the databases, information about exemplary programs is disseminated more widely to various individuals, agencies, and other education institutions.

Thank you for your assistance.

OVERVIEW

EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAM SEARCH

SPONSORED BY

U.S. Department of Education Office of Vocational and Adult Education (OVAE) and National Center for Research in Vocational Education (NCRVE)

IN COOPERATION WITH

American School Counselor Association (ASCA), American Vocational Association (AVA), and National Association of State Career Development/Guidance Supervisors (NASCD/GS)

I. Purposes To Be Served By The Search

A. Identify, make visible, and recognize exemplary career development/guidance program(s) that are comprehensive and serve all students in their setting; and

B. Use exemplary programs as models for others working to improve their programs.

II. Who Should Apply

Career guidance and counseling programs that:

A. serve individuals in various public or private settings and educational levels (elementary school, middle/junior high school, comprehensive high school, specialized vocational high school, secondary level area vocational center, alternative secondary school, postsecondary/technical institute/community college, alternative postsecondary program, adult and continuing education agency). Settings may be a school district or a single school or an institution. Educational levels may include K-adult guidance programs.

B. are accessible to ALL students in the setting and have EVIDENCE of program effectiveness.

III. Eligibility

A. The program is operational;

B. The program reflects adequately the requirements and priorities of the State Department of Education in the state in which it operates; and

C. The program meets the selection criteria (below).

IV. Criteria To Be Used In Selecting Programs

A. The program provides measured evidence of effectiveness tied to the guidance program. To be considered, the application must contain this information.

WHEN PASSING THIS APPLICATION ON TO OTHERS, PLEASE BE SURE THIS PAGE AND ALL OTHER PAGES ARE INCLUDED.

B. The program is cost effective, that is:

1. Measured evidence of effectiveness is greater than the resources being invested;

2. Program costs are in line with other programs with the same or similar outcomes; and

3. The program either:

a. Operates on revenues available to other districts or institutions; or

b. If receiving special funding, has identified and has committed revenues to continue the program after special funding ends.

C. The program offers students the full range of educational options including vocational-technical careers.

V. Definition Of Comprehensiveness As Defined By This Search

A. The program meets the needs of ALL students including:

1. Males and females
2. Students who are members of minority groups
3. Students with disabilities
4. Students who have economic or academic disadvantages
5. Students with limited English proficiency
6. Students who are enrolled or potentially may enroll in vocational education programs

B. The program serves all individuals (see II.A, page 1).

VI. Timeline for Evaluation of Applications

A. Within eight (8) weeks of receipt, each application will be evaluated by four (4) reviewers who are national experts in the field of career counseling. Each reviewer will read 2 - 3 applications.

B. Applicants will be informed of their status after all applications have been reviewed (within 12 weeks of the application deadline). At this time, representatives of the highest ranking programs will work with the search sponsors to establish the best time for site visits.

C. As soon as possible (depending on school calendars), the top ranking programs will be visited by a team of reviewers to validate the information in the application and learn more about the program's operation.

D. The programs selected as "exemplary" will be notified within four (4) weeks of the last site visit. A news release will be sent to over 200 professional newsletters, and to the selected school/institution/college for publicity purposes.

E. Within a year of the award — pending the availability of funds — a representative of each program will have expenses paid to attend a designated national conference where formal announcement of the award will be made and a plaque presented to the school. The representative will also present information about the program to conference participants.

F. The sponsors will publish information in a variety of sources describing the exemplary programs including names and address of contact persons.

Those wishing to apply should carefully read the entire application before beginning to complete the information. The evaluation points assigned each section is an indicator of the importance of that component of the program.

INSTRUCTIONS

EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAM SEARCH

This application consists of four parts. **Please read the entire application first.** Outlining the application prior to completing it will reduce duplication between sections. **It is important that reviewers be able to get a clear picture of your entire program when reading your application.**

PART 1:

A. **GENERAL INFORMATION:** This section asks for basic information about the program and should be completed on the form provided. (2 points)

B. **LETTER OF SUPPORT:** A support letter from the state official responsible for administering career guidance programs should be attached. (2 points)

PART 2: DEMOGRAPHIC INFORMATION

This section outlines an objective description of the program including the setting of the program, the population and numbers of students served, staffing requirements, financial information, and outcome data. Part 2 should also be completed on the form provided. (6 points)

PART 3: PROGRAM INFORMATION

This section asks the applicant to provide a written program abstract, and describe the history and operation of the program **on separate sheets of paper**. The applicant should use the suggested format, but may deviate to add pertinent information when appropriate. The applicant should attempt to stay within the suggested length for each component. (4 points)

PART 4: COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

This section asks the applicant to provide detailed descriptions of the 16 components listed. Information on each component should be complete and thoroughly explained. **An explanation should also be provided in case a component is not applicable**. Again, when completing Part 4, the applicant should use the suggested format as a guide, but may deviate to add pertinent information when appropriate. Throughout the entire application process, **relevant documents should be cited, numbered, titled, and attached as appendices**. For example, if the program develops an **Individual Career Plan** for students, a completed form should be appended. Copies of reports or studies referred to in the application should be included in the appendix section. (86 points)

For your information, a sample rating form is attached. This is the rating form which will be used by future reviewers in evaluating applications during the first phase of the program review. ***When passing this application on to the program contact or copying for other applicants, please make sure that this page and the rating form are included. Information on these pages is important and helpful when filling out the application.***

Return completed applications (AN ORIGINAL AND FOUR COPIES), postmarked no later than (*date*) to:

NCRVE, University of Illinois Site
345 Education Building, 1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

APPLICATION

EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAM SEARCH

PART 1: _____

A. GENERAL INFORMATION (2 POINTS)

Title of Program: _____

_____

Program Contact: _____

Position: _____

Institution/Agency: _____

Program Address: _____

_____

City: _____ State: _____ Zip: _____

Program Phone: (_____)_____ Ext. _____ Fax: (_____)_____

Email Address: _____

I certify that the information included in this application is accurate to the best of my knowledge.

_____	_____
Name of Program Coordinator *(Please print or type.)*	Name of Chief Administrator of School/College *(Please print or type.)*
_____	_____
Signature	Signature
_____	_____
Title	Title
_____	_____
Date	Date

B. LETTER OF SUPPORT (2 POINTS)

It is important that you have the endorsement of the state official responsible for administering career guidance programs at your level (elementary, middle and secondary programs, community college). PLEASE ATTACH A LETTER OF SUPPORT FROM YOUR STATE OFFICIAL RESPONSIBLE FOR CAREER GUIDANCE PROGRAMS. (See the enclosed Directory of State Career Development/Guidance Supervisors.) (While all state public schools at the K-12 level have a state person overseeing the career guidance programs in the state, this may not be true of programs in other settings.)

(This page should be completed and returned with the rest of the application. See page 3 for mailing instructions. Completed applications must be postmarked no later than (date).

PART 2: DEMOGRAPHIC INFORMATION (6 POINTS)

This form (Part 2) should follow the cover page of the application.

Title of Program: _____

_____

Number of Career Guidance and Counseling Program Staff:

Number

_____ Administrator(s)
_____ Counselor(s)
_____ Job Placement Coordinator(s)
_____ Clerical Support Personnel
_____ Other: _____
_____ Other: _____

Number of Students/Clients Served During ____-____ School Year: _____

Does the total represent ALL students in your school/institute? ___Yes ___No

Ratio of Counselors to Students: #_____/ #_____
(This *students* number should equal the *number of students/clients served* above.) *Counselors* *Students*

On the left, please **check** the different categories of students your program serves and on the right, give an estimate of their numbers.

	Number Estimate
_____ Disadvantaged	_____
_____ Dropouts	_____
_____ Students with disabilities	_____
_____ Minorities *(specify)*	
_____	_____
_____	_____
_____	_____
_____	_____
_____ Displaced homemakers	_____
_____ Incarcerated/offenders	_____
_____ Single/teen parents	_____
_____ Dislocated worker	_____
_____ Nontraditional enrollees	_____
_____ LEP/immigrants	_____
_____ Other *(specify)*	
_____	_____
_____	_____

(This page should be completed and returned with the rest of the application. See page 3 for mailing instructions. Completed applications must be postmarked no later than (date).

Please indicate the numbers of students who

_____ Plan to attend a 2 or 4 year postsecondary school (if applicant is secondary school) _____

_____ Are enrolled in a vocational/technical program _____

_____ Other *(specify)*

_____ _____

_____ _____

Present Setting *(choose one):*

_____ Comprehensive High School

_____ Specialized Vocational High School

_____ Secondary Level Area Vocational Center

_____ Alternative Secondary School (specify): _____

_____ Postsecondary/Technical Institute/Community College

_____ Alternative Postsecondary Program (specify): _____

_____ Adult and Continuing Education Agency

_____ Other: _____
(e.g., District [K-12], Elementary School, Middle/Junior High School, Collaborative Program, etc.)

(choose one)

_____ Public

_____ Private

Title of Program Setting *(e.g., Urbana High School):* _____

____-____ **Budget:** $_____Total Program Budget

Budget Breakdown:

$_____ Federal Contribution $_____ Business or Industry Contribution

$_____ State Contribution $_____ Other: _____

$_____ Local Contribution $_____ Other: _____

EXTREMELY IMPORTANT: TO BE CONSIDERED, THE APPLICATION MUST CONTAIN EVIDENCE OF EFFECTIVENESS. SUPPORTING DATA MUST BE APPENDED. EVIDENCE MUST BE TIED TO THE GUIDANCE/CAREER DEVELOPMENT PROGRAM

(See Page 9).

(This page should be completed and returned with the rest of the application. See page 3 for mailing instructions. Completed applications must be postmarked no later than (date).

PART 3: PROGRAM INFORMATION (4 POINTS)

Program Abstract (2 points)

The abstract should be a ***single page description*** of the program. The abstract should describe the mission and legal status (e.g., school district, nonprofit organization) of the applicant agency, how long the program has been in existence, the purpose of the program, how that purpose relates to the needs of the populations served, the goals of the program, the method used to achieve those goals, and the observable outcomes attained by program participants. Include how the career guidance program supports education reform initiatives taking place.

Program Operation (2 points)

Provide a ***single page description*** of how the program operates. The description of the program operation should include program staffing patterns and responsibilities, the number and characteristics of program participants served, services offered, links between program completion and outcomes attained, the scope of the program, instructional approaches and materials used, program innovations, and types of collaborative agreements.

On a separate page, provide a scenario of what a typical day is like at the program setting. Describe what the students and staff are doing at certain periods during the day.

PART 4: COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS (86 POINTS)

Please describe your program in relation to the following components of exemplary career guidance and counseling programs. These components have been identified through (a) a literature review of career guidance and counseling programs, (b) research on exemplary schools and exemplary instruction, (c) a review by leaders in the field, and (d) provisions of current federal legislation.

A. Career Guidance and Counseling Program Plan

This section describes the heart of the Career Guidance and Counseling Program. It should be comprehensive and include the process, resources, and materials used to assess participants' vocational/career interests and abilities, and how that assessment is utilized in individual program planning. ***Cite, number, title, and attach relevant documents as appendices.***

1. Assisting Students/Clients To Achieve Career Development Competencies **(30 points total)**

   Consistent with the age and/or maturity level of your clients/students, describe how the program addresses each of the components below (1.1 - 1.3). You may wish to consult Appendix A for the competencies recommended in the National Career Development Guidelines (NOICC, 1996). While it is not required that those competencies be used in this section, it is important that this section be comprehensive. ***Use no more than two pages for each of the three following areas (A. 1.1 - 1.3).***

   1.1. Assist students/clients to increase self-knowledge and self-advocacy **(10 points)**

   1.2. Assist students/clients in educational and occupational exploration **(10 points)**

   1.3. Assist students/clients in career planning, preparation, and transition **(10 points)** ***(Describe how each student's individual career plan is developed.)***

   (The Career Information Delivery System and the Assessment Program should be addressed in 1.1, 1.2, and 1.3.)

All statements made in <u>each</u> of these components (A. 2 - 3) should not exceed 200 words.

2. Addressing the Needs of Diverse Student Populations

   Please describe the participants served by the program, and how the program addresses their special needs. This description should detail the needs and background of program participants, and how that diversity is represented and fostered in the program. Please include how gender differences are addressed. **(5 points)**

3. Program Support Services

   Please describe the support services utilized within the program to meet the purpose and goals of the program. This section can include any resources, special materials, and/or personnel (e.g., aides, volunteers, peer counselors) involved in the program that uniquely assist in achieving its goals. **(5 points)**

B. Collaboration, Articulation, and Communication

All statements made in <u>each</u> of the following components (B. 1 - 4) should not exceed 200 words. Cite, number, title, and attach relevant documents as appendices.

1. Family/Parental Involvement and Support

   Please describe how this program involves the parents and families of participants, if applicable (e.g., secondary school programs). This description should include information regarding the involvement of parents in (a) general program planning and development, (b) planning for their children, and (c) an advisory role. Also, explain how both students and parents (secondary schools only) are notified of vocational opportunities (required by the 1990 Carl D. Perkins Vocational and Applied Technology Education Act). **(5 points)**

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

   Please describe how academic and vocational educators are involved in the career guidance and counseling program. ***Cite and attach relevant documents and planning forms as appendices.*** **(5 points)**

3. Intra- and Interagency Collaboration

   Please describe both the intra- and interagency collaboration arrangements developed and maintained by program staff. The description of intra-agency cooperative arrangements should include: (a) departments and programs within the educational institution which provide support services, resources, and general assistance to the diverse student/client populations and to the staff of the career guidance and counseling program; (b) the coordination activities conducted; and (c) the benefits of this collaboration. The description of the interagency cooperative arrangements should: (a) name the external agencies and organizations which provide assistance to program staff and/or participants; (b) detail the services and resources provided; and (c) outline the benefits occurring from these collaborative efforts. The guidance program's advisory council should also be addressed. ***Cite and attach any appropriate cooperative agreements.*** **(5 points)**

4. Collaboration with Business

   Describe the collaborative efforts between the program and area businesses or industry. **(5 points)**

C. Institutional Support and Leadership

All statements made in <u>each</u> of these components (C. 1 - 7) should not exceed 200 words. Cite, number, title, and attach relevant documents as appendices.

1. Institutional Support

   Describe how the administration (e.g., president, principal, superintendent) and/or governing body (e.g., school board) support the career guidance and counseling program. Describe any policies that support the program, including policies concerning ratios of counselors to students/clients. **(3 points)**

2. Facilities

   Describe the facilities where the program is housed, including areas for conducting group activities, if available. **(3 points)**

3. Financial Support

   Present a brief explanation of the costs associated with the program. Also, list the funding sources for the program. If the program is receiving special funding (e.g., state grant) ***please identify what revenues will be available to continue the program when the special funding ends***. **(3 points)**

4. Guidance Personnel Qualifications

   Describe the background of all counselors in the program. Include their work experience, education, and professional credentials or licensing. Include a description of staffing patterns for the program. **(3 points)**

5. Professional Development

   Please describe the professional development activities utilized or conducted by the program. This description should include any preservice, inservice, and/or continuing education obtained by program staff. Additionally, provide a description of the professional development activities conducted by program staff for others such as peer counselors, faculty, or educational agencies. **(3 points)**

D. Program Evaluation

1. Evidence of Program Effectiveness

   On a separate page, please provide a **narrative of the evidence** of the effectiveness of your program **for** ____-____ **and for** ____-____. Focus on the benefits of the program—what changes occurred because of the career guidance program, what gains were made by the students, how these gains were demonstrated, what difference the program has made. Examples of evidence are career development competencies demonstrated by students (self-assessment, career decision making, career planning, etc.), success rates of dropout programs, numbers of students employed upon graduation, completion rates, numbers in postsecondary education, all follow-up data, follow-along information to document program effectiveness, etc. Please **append supporting documentation** (e.g., Annual Reports, summary of follow-up data). **(7 points)**

2. Follow-Up of Program Completers and Noncompleters

   Describe the data and information collected by program staff from program graduates/completers and those who do not complete the program. This description should include: (a) the procedure utilized by program staff to collect follow-up information; (b) how that information is analyzed and reported; and (c) how that information is used to improve the program and services. ***Cite and attach previously conducted <u>follow-up</u> reports as appendices. Please do not send raw data.*** **(4 points)**

(See page 3 for mailing instructions. Completed applications must be postmarked no later than (date).

SAMPLE FORM

RATING FORM

Applicant: _____

Signature of Reviewer: _____

Date: _____

		Total
Part 1:		
A. General Information	2 points possible	_____
B. Support letter from state official responsible for career guidance programs.	2 points possible	_____
Part 2: Demographic Information	6 points possible	_____
Part 3: Program Information	4 points possible	_____
Part 4: Components **(Sum of following component points)**	86 points possible	_____
A. Career Guidance and Counseling Program Plan		
1. Assisting students/clients to achieve career development competencies		
1.1. Assist students/clients to increase self-knowledge and self-advocacy	10 points possible	_____
1.2. Assist students/clients in educational and occupational exploration	10 points possible	_____
1.3. Assist students/clients in career planning, preparation, and transition	10 points possible	_____
2. Addressing the Needs of Diverse Student Populations	5 points possible	_____
3. Program Support Services	5 points possible	_____
B. Collaboration, Articulation, and Communication		
1. Family/Parental Involvement and Support	5 points possible	_____
2. Faculty/Staff Involvement in Career Guidance and Counseling Program	5 points possible	_____
3. Intra- and Interagency Collaboration	5 points possible	_____
4. Collaboration with Business	5 points possible	_____
C. Institutional Support, Leadership, and Program Evaluation		
1. Institutional Support	3 points possible	_____
2. Facilities	3 points possible	_____
3. Financial Support	3 points possible	_____
4. Guidance Personnel Qualifications	3 points possible	_____
5. Professional Development	3 points possible	_____
D. Evaluation		
1. Evidence of Program Effectiveness	7 points possible	_____
2. Follow-Up of Program Completers and Noncompleters	4 points possible	_____
TOTAL	**100 points possible**	_____

Overall Comments: Please list major strengths and weaknesses/concerns about the program.

_____

Overall Recommendation:

_____ Do not recommend for site visit.

_____ Recommend for site visit. (Please indicate below your concerns about the program, if any, that need to be addressed during the visit.)

_____

APPENDIX A
NATIONAL CAREER DEVELOPMENT GUIDELINES
CAREER GUIDANCE AND COUNSELING COMPETENCIES BY AREA AND LEVEL

Elementary	*Middle/Junior High Sch.*	*High School*	*Adult*
SELF-KNOWLEDGE			
Knowledge of the importance of a positive self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact positively with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
EDUCATIONAL and OCCUPATIONAL EXPLORATION			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
CAREER PLANNING			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Source: National Occupational Information Coordinating Committee (1996).

APPENDIX B
1998 HONORABLE MENTION PROGRAMS

Oostburg Career Guidance Workbound Program

Ray Byerly, Guidance Counselor
Tom O'Brien, Program Coordinator
Oostburg High School
450 New York Avenue
Oostburg, WI 53070
(920) 564-2346
Fax: (920) 564-6138

Oostburg High School serves over 300 students a year of which a third participate in the Career Guidance Workbound Program. The program is a cooperative effort between the high school and the business community of Sheboygan County. Its mission is to prepare students for lifelong learning by providing them with skills for identifying, exploring, and evaluating careers that will enhance the quality of their lives.

Students in the sophomore level apply for and are interviewed prior to participation in the Workbound Program during their junior and senior years. The program provides students with a wide range of activities to help them understand all their career options and to identify those that interest them the most. They develop a Personal Individual Plan (PIP) to aid in their transition from high school to life. Students develop their PIPs with guidance from a support committee consisting of a member of their family, an educator of their choice, and a business person from the student's area of interest. This core group meets bimonthly to review the student's progress on their PIP. In addition to the PIP meetings, students engage in other work-based learning activities such as job shadowing, development of a career portfolio, job interviews, goal setting, summer work experiences, and internships in their field of interest.

As part of its commitment, the school pays for the salary of the Workbound coordinator and makes school facilities available for use during PIP meetings. The guidance counselor coordinates the school-based career guidance and counseling activities with the Workbound coordinator. The business community, which initiated the whole partnership, shoulders the salary of the Workbound trainer and makes their businesses available for the various work-based activities such as job shadowing, internships, and summer work experiences, as well

as provides a presence in the PIP meetings. Students' families, local educators, business representatives, and others from the community commit their time and resources to this program.

This program is innovative in the way it brings together the critical people in a student's life: a family member, an educator, and a business person. Over time, this core group brings coordination, consistency, and individualization to a student's career exploration and preparation.

Grand Junction Student Services
Kerry Youngblood, Executive Director
Tilman M. Bishop Unified Technical Education Campus
2508 Blichman Avenue
Grand Junction, CO 81505
(970) 255-2670
Fax: (970) 255-2650

The Tilman M. Bishop Unified Technical Education Campus (UTEC) is a secondary and postsecondary school offering technical education connecting students directly to work and/or higher education. The school provides skills training to students whose ages range from 16 to 60+. The program annually serves about 500 students from the six area high schools and from the college/adult population of western Colorado.

The goals of the Student Services Program are to build student enrollment in UTEC programs and to provide support and transitional assistance to students and staff. To meet these goals, the program (1) provides developmentally appropriate transitional services, activities, and resources to all students and (2) helps students understand the realities of work and careers. Services provided include orientation to school through visits, tours, mailings, and responses to inquiries; career counseling; enrollment management, including guidance for admissions and enrollments and assessment of academic skills, aptitudes, and interest; transition planning, career exploration and planning, and job search skill building; and support to faculty, staff, and various school and community advisory committees.

Polson High School Career Development Program

Sherry Jones, School Counselor and Career Development Program Team Leader
Polson High School
111 4th Avenue East
Polson, MT 59860
(406) 883-6315
Fax: (406) 883-6330

Beginning in 1993, Polson High School, a public school for grades 9-12, has developed and implemented a comprehensive career development program using an interdisciplinary approach that includes career pathways, job shadowing, portfolios, and service learning. The program purpose is to make education more relevant to the students, link education to the world of work, and prepare students for the 21st century.

Polson's interdisciplinary approach, called Students Aligning Interests, Learning and Studies (SAILS) involves career pathways, job shadowing for students, service learning, and job shadowing for educators. The school's curriculum is designed around programs of study of major career fields aligned with students' interests and aptitudes. Through SAILS Pathways, which is integrated into the English curriculum, students select courses leading towards identified academic and personal goals and culminates in an education/career plan. SAILS Job Shadowing matches sophomore students with an employee of a business, nonprofit organization, agency, or industry. The SAILS Serve Community program for grades 9-12 promotes personal, social, and academic growth through civic responsibility. This voluntary program encourages a partnership between the school and community that includes business representatives becoming mentors for Polson students in a service learning project. SAILS Job Shadowing for Educators provides a link to the community, impresses upon educators the current state of job demands, and incorporates workplace relevancy in the classroom.

Students develop a career development portfolio as part of the *Get a Life* program, a personal planning portfolio project of the National Occupational Information Coordinating Council and the American School Counselor Association. This portfolio is a personalized career planning journal designed to guide the career development process of students in grades 5-12. Students in the middle school begin this process with assistance from their school counselors. The portfolios follow the student from grade to grade and are eventually

housed in the high school career center where students continue to add new information about themselves and their accomplishments.

During the 1997-1998 school year, seniors developed a performance portfolio to demonstrate their skills, competencies, and accomplishments. This portfolio serves as evidence of the student's competencies and achievements and supports the student's application to postsecondary schools and for employment.

APPENDIX C
1995-1997 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

Elementary and Secondary Education Programs

Area Vocational Guidance and Counseling Program
Kim K. Schock, Area Vocational Guidance Counselor
Elgin/New Leipzig Public Schools
110 NW Street, P.O. Box 70
Elgin, ND 58533
(701) 584-2374
Fax: (701) 584-3018
e-mail: kschock@sendit.nodak.edu

Career and Technology Education Career Guidance and Counseling Program
Bonny Green, Director
Katy Independent School District
Miller Career Center
1734 Katyland Drive
Katy, TX 77493
(281) 396-6000
Fax: (281) 396-6123

Career and Technology Education Guidance and Counseling
Dr. Ed Foster
Birdville Independent School District
6125 East Belknap
Haltom City, TX 76117
(817) 831-5786
Fax: (817) 838-7261
e-mail:
Linda_Anderson@qm.birdville.k12.tx.us

Career and Technology Education Guidance and Counseling Program
Dr. Phillip Gilbreath, Director
Garland Independent School District
Harris Hall Administration Building
P.O. Box 469026
Garland, TX 75046-9026
(972) 494-8540
Fax: (972) 494-8541
e-mail: pagilbre@garlandisd.net

Career Guidance and Counseling Program
Glenda Taylor, Program Supervisor
Caddo-Kiowa Vocational Technical Center
P.O. Box 190
Ft. Cobb, OK 73038
(405) 643-5511
Fax: (405) 643-2144
e-mail: Gtaylor@ck.tec.ok.us

Career Guidance and Counseling Program
Doug Spielman, Counselor
Chuck Ericksen, Community Education Director
School District of Flambeau
P.O. Box 86
Tony, WI 54563
(715) 532-5559
Fax: (715) 532-5405
e-mail: dspielman@centuryinter.net

Comprehensive Career Guidance and Counseling Program
Velma Moran Garza, Counselor
Zapata High School
Box 370
Zapata, TX 78076
(956) 765-6542
Fax: (956) 765-9204

Kuna Career Counseling Program
DebAnn Rippy, Vocational Counselor
Kuna High School
1360 Boise Street
Kuna, ID 83634
(208) 922-1002
Fax: (208) 922-1026
e-mail: DebAnn@oz.sd.003.k12.id.us

Project SOAR - Success Opportunities Through Articulated Resources
Brenda Nixon, Director
Counseling/Enrollment
Metro Tech
1900 Springlake Drive
Oklahoma City, OK 73111
(405) 424-8324
Fax: (405) 424-9410
e-mail: bnixon@metrotech.org

School-Wide Counseling Program To Support Tech Prep
Dr. Anna Marie Yates, Counselor
Elk Grove High School
500 W. Elk Grove Boulevard
Elk Grove Village, IL 60007
(847) 718-4455
Fax: (847) 718-4515
e-mail: ayates@dist214.k12.il.us

Springdale High School's Career Guidance and Counseling Program
Jan Streubing
Counselor/Vocational Coordinator
Springdale Public Schools
1103 W. Emma Street
Springdale, AR 72764
(501) 750-8883
Fax: (501) 750-8897
e-mail: jstreubi@jcf.jonesnet.org

The Career Connection's Foundation: The Career Planning System
Lisa Guess, Career Connection Specialist
Volusia County Schools
200 N. Clara Avenue
Brewster Center
DeLand, FL 32721-2118
(904) 734-7190 x4768
Fax: (904) 738-6963

Van Buren Intermediate School District's Comprehensive Career Guidance Program
Donald Olendorf, Administrator
for Special Programs
Van Buren Intermediate School District
Vocational-Technical Center
250 South Street
Lawrence, MI 49064
(616) 674-8001
Fax: (616) 674-8726
e-mail dolend@vbisd.org

Postsecondary Education Programs

Allied JOBS Program (formerly JOBS Program—OWLS [Older, Wiser, Learning Students])
Ruth Sutton, Director
Northeastern Oklahoma A&M College
P.O. Box 3989
200 I Street Northeast
Miami, OK 74353
(918) 540-6361
Fax: (918) 540-6362
e-mail: rhsutton@neoam.cc.ok.us

Career Development and Transfer Center (formerly Career Development Center)
Debra Louie, Counselor/Coordinator
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
(209) 954-5693
Fax: (209) 954-5680
e-mail: jhinds@sjdccd.cc.ca.us (Joan Hinds)

Career Planning and Employment Services
Gerry Hough, Director
Parkland College
2400 W. Bradley Avenue
Champaign, IL 61821-1899
(217) 351-2536
Fax: (217) 351-2882
e-mail: ghough@parkland.cc.il.us

The Pathway Program
Traci Clinton, Coordinator
St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, FL 33733
(727) 341-3767
Fax: (727) 341-3770
e-mail: clinton.traci@voyager.spjc.cc.fl.us

Shared Counselor Partnership Program
Vicki Stanfield, Program Director
North Harris College
700 W. W. Thorne Drive
Houston, TX 77073
(281) 618-5434
Fax: (281) 618-5402
e-mail stanfiv@nhc.nhmccd.cc.tx.us

Student Services/Counseling Program
Michael Crehan, Counselor
Renton Technical College
3000 NE 4th Street
Renton, WA 98056
(425) 235-5840
Fax: (425) 235-7832